

Unit Planning Guide: Grade 8 Unit 5 weeks 21-25

Unit Title: "Reading Detectives"	Pacing (Duration of Unit): weeks 21-25
Grade: 8	Buffer Day(s): 3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex text and media written for various audience and purposes
- Communicate ideas effectively in writing to suit a particular audience and purpose

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").**
- b. Apply Grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").**

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretations.

WiDA Standards (ELL)

WIDA for English Language Learners
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

- In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

Supporting Standards

- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- L.8.1 C,D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Modern authors use themes, characters and patterns from traditional literature to enhance their writing
- Not all information is presented in the same way and students need to read with a discriminating eye

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How do modern writers explore the past?
- How can you be a detective of information?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- *How to incorporate evidence into their writing*
- *Strategies to help develop and strengthen writing*
- *Various verb forms*
- *How to recognize shifts in verb voice and mood*
- *How an author uses traditional stories in a modern work*
- *How to recognize disagreements in two or more texts*

Academic Vocab: Irrelevant

Strongly suggested anchor texts:

“Diary of a Young Girl” by Anne Frank

“My Childhood Under Fire” by Nadja Halilbegovich

Skills: The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)

Students will be skilled at:

- *Drawing evidence from literary and informational text to support analysis and research*
- *Developing and strengthening writing*
- *Revising, editing and rewriting*
- *Analyzing two or more texts*
- *Comparing information and uncovering conflicts within the texts*
- *use verbs in various forms*
- *Recognizing and correcting inappropriate shifts in verb voice and mood*